

Professional Development Event (PDE) Strand Matrix

Facilitators: the topics are provided to help Facilitators (previously known as Presenters) determine how their session can help PDE practitioners accomplish the goals in their PD plan. **Practitioners:** PDE Practitioners (previously known as Attendees) should review their district, building, and/or personal PD plan(s) and select major and minor sub-topics that will help accomplish the goals of their plan(s). Use the Guidelines for PDE Facilitators and the PDE Strand Matrix to help determine the major and minor sub-topics to include in your presentation.

Strand 1 Curriculum	Strand 2 Instructional Practices	Strand 3 Assessment	Strand 4 Leadership
<p><i>1.1. Demonstrating Knowledge of Content and Pedagogy</i></p> <ul style="list-style-type: none"> A. Knowledge of content B. Knowledge of prerequisite relationships C. Knowledge of content-related pedagogy <p><i>1.2. Selecting Instructional Goals</i></p> <ul style="list-style-type: none"> A. Value B. Clarity C. Suitability for diverse students D. Balance <p><i>1.3. Designing Coherent Instruction</i></p> <ul style="list-style-type: none"> A. Learning activities B. Instructional materials and resources C. Instructional groups D. Lesson and unit structure 	<p><i>2.1. Demonstrating Knowledge of Students</i></p> <ul style="list-style-type: none"> A. Knowledge of characteristics of age group B. Knowledge of students' varied approaches to learning C. Knowledge of students' skills and knowledge D. Knowledge of students' interests and cultural heritage <p><i>2.2. Demonstrating Knowledge of Resources</i></p> <ul style="list-style-type: none"> A. Resources for teaching B. Resources for students <p><i>2.3. Establishing a Culture for Learning</i></p> <ul style="list-style-type: none"> A. Importance of the content B. Student pride in work C. Expectations for learning and achievement D. Teacher interaction with students E. Student interaction <p><i>2.4. Managing Student Behavior</i></p> <ul style="list-style-type: none"> A. Expectations B. Monitoring of student behavior C. Response to student misbehavior D. Accessibility to learning and use of physical resources <p><i>2.5. Engaging Students in Learning</i></p> <ul style="list-style-type: none"> A. Representation of content B. Activities and assignments C. Grouping of students D. Instructional materials and resources E. Structure and pacing 	<p><i>3.1. Assessing Student Learning</i></p> <ul style="list-style-type: none"> A. Congruence with instructional goals B. Criteria and standards C. Use for planning <p><i>3.2. Maintaining Accurate Records</i></p> <ul style="list-style-type: none"> A. Student completion of assignments B. Student progress in learning C. Non-instructional records <p><i>3.3. Providing Feedback to Students</i></p> <ul style="list-style-type: none"> A. Quality: accurate, substantive, constructive, and specific B. Timeliness <p><i>3.4. Demonstrating Flexibility and Responsiveness</i></p> <ul style="list-style-type: none"> A. Lesson adjustment B. Response to students C. Persistence 	<p><i>4.1. Reflecting on Teaching</i></p> <ul style="list-style-type: none"> A. Reflection on practice B. Accuracy C. Use in future teaching D. Self-assessment <p><i>4.2. Communicating with Families</i></p> <ul style="list-style-type: none"> A. Information about the instructional program B. Information about individual students C. Engagement of families in the instructional program <p><i>4.3. Contributing to the School and District</i></p> <ul style="list-style-type: none"> A. Relationships with colleagues B. Service to the school C. Participation in school and district projects D. Collaboration <p><i>4.4. Growing and Developing Professionally</i></p> <ul style="list-style-type: none"> A. Enhancement of content knowledge and pedagogical skill B. Service to the profession E. Self-directed inquiry <p><i>4.5. Showing Professionalism</i></p> <ul style="list-style-type: none"> A. Service to students B. Advocacy C. Decision making

Numbering and classification of subgroups has been changed from the original source documents. All information for sub-topics above has been excerpted from:

Danielson, C., (1996) *Enhancing Professional Practice: A Framework for Teaching*, accessed 10/06/2003, from <http://www.ascd.org/readingroom/books/danielson96book.htm>.

Danielson, C., *Teacher Evaluation to Enhance Professional Practice*, accessed 10/07/2003, from http://www.chss.iup.edu/jrmcdono/ED455-methods/teacher_evaluation_to_enhance_pr.htm.

Sub-Topics

Guidelines for Professional Development Event (PDE) Facilitators

Overview: This worksheet is to help Facilitators (previously known as presenters) determine the strands and major and minor sub-topics this presentation will address. For practitioners to accurately follow their district, building, and/or personal Professional Development (PD) plan(s), the summary of your presentation should reflect the major and minor sub-topics to be covered.

Process: On the *Professional Development Event Matrix* there are four strands for PD. For your presentation, identify the sub-topics that will be addressed. For some presentations you may identify only a few sub-topics and for other presentations there may be as many as a dozen or more. After identifying the sub-topics, rank them from most important to least important. Based on your intimate knowledge of the subject, identify the major sub-topics (major topics address both the theoretical underpinnings of the methodology, school/district implications and the classroom methods of pedagogy). One way to gauge the importance of a sub-topic is to ask the question, "Would my presentation be altered or weakened without this sub-topic?"

Example: You are presenting qualitative data concerning your third-grade students collected as they authored a multimedia storybook. The project was designed to support literacy, collaboration within student groups, and the use of technology in the classroom. While reviewing the "Professional Development Event Matrix" you decide the following sub-topics are all relevant to the presentation.

1.2.C. 1.3.A. 2.1.B. 2.2.B. 2.3.D. 2.3.E. 2.5.C. 3.1.A. 3.1.C. 3.2.B.
3.2.C. 3.3.A. 3.4.A. 3.4.B. 4.1.D 4.2.C. 2.3.B. 3.1.B. 3.3.B.

While ranking the selections, your reflection focuses on the two main goals of the project 1) to engage students with technology (technology standards) and 2) to write and edit in a collaborative fashion (communication arts standards). With this in mind, you determine the most important major sub-topics are: 3.1.A. 3.1.B. 1.2.C. 3.2.C.

Upon review of the remaining sub-topics, you determine the parental involvement was important as it created a learning group among the parents as they helped complete the final multimedia CD. You determine this was a minor role overall, but significant in engaging families. You select 4.2.C. as a minor sub-topic.

Process: After determining the major and minor sub-topics, complete the "Sub-Topics to be Addressed" portion of the registration form. Enter the major and minor sub-topics selected from the PDE Matrix.

SAMPLE: Major and Minor Sub-Topics to be Addressed in the Presentation

Major Sub-Topic(s) (rank most to least important):

3.1.A. 3.1. Assessing Student Learning A. Congruence with instructional goals
3.1.B. 3.1. Assessing Student Learning B. Criteria and standards
1.2.C. 1.2. Selecting Instructional Goals C. Suitability for diverse students
3.2.C. 3.2. Maintaining Accurate Records C. Non-instructional records

Minor Sub-Topic(s) (rank most to least important):

4.2.C. 4.2. Communicating with Families C. Engagement of families in the instructional program

NOTE: The Practitioners can now read the description of the PD presentation to determine if it is relevant to their teaching practice. After determining the presentation may support their practice, they can then decide if the major and/or minor sub-topics meet their district, building, and/or personal PD goal(s).